

THE SECOND YEARBOOK

OF THE

NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION

PART I.

THE COURSE OF STUDY IN HISTORY IN THE COMMON SCHOOL

DISCUSSED BY
EMILY J. RICE, CHARLES A. McMURRY, ISABEL LAWRENCE,
EDWARD C. PAGE, AND FRANK McMURRY

THESE PAPERS WILL BE DISCUSSED IN PUBLIC SESSION, WEDNESDAY AFTERNOON
AT 2:30, FEBRUARY 25, 1903, AT CINCINNATI, IN CONNECTION
WITH THE DEPARTMENT OF SUPERINTENDENCE

A MEETING OF THE ACTIVE MEMBERS WILL BE HELD AT HEADQUARTERS HOTEL,
TUESDAY MORNING, FEBRUARY 24, 1903, AT 8:30

EDITED BY
CHARLES A. McMURRY

CHICAGO
THE UNIVERSITY OF CHICAGO PRESS
1903

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History - Study and teaching

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NOTICE TO MEMBERS.

The active members of the society are requested to make careful study of the papers before coming to the Cincinnati meetings. The papers will be in the hands of the members six or seven weeks before the meeting.

It would be a curious and interesting spectacle to find that the active members had really read the papers before coming to the meeting. The results in discussion might also be of still greater interest.

Miss Salmon's paper on history in the previous YEARBOOK, to which several of the papers refer, can be had by addressing the Secretary.

CHARLES A. McMURRY.

THE UNIVERSITY OF CHICAGO PRESS,
Chicago, Ill.

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PREFACE.

These papers are a continuation of the discussion of history in the grades of the common school. Miss Salmon's paper in the previous YEARBOOK, Part I, gave a discussion of principles and an outline of a course of study. This was the beginning of an interesting and many-sided discussion.

In the present papers still other courses are offered, with somewhat detailed lists of topics, and books and reasons for the plans. It is to be hoped that this discussion may lead on to important conclusions, which may be generally accepted.

The second part of the YEARBOOK for 1903 for discussion at the Boston meeting of the National Educational Association will contain papers on "The Relation of Theory to Practice in Universities and Normal Schools."

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THE SECOND YEARBOOK

HISTORY IN THE ELEMENTARY SCHOOL.

By EMILY J. RICE.

THE advance of the manual-training movement in the past dozen years is one of the most remarkable developments in educational history. The school is rapidly changing to an organization for work as well as for study, a place not only for gaining knowledge, but also for acquiring experience. This, no doubt, is due in part to the emphasis placed by recent psychology upon motor activity. We were not unacquainted with the child as an active being, and sometimes excessively active, before the scientists stamped this label upon him, but, strange to say, it took scientific discovery to give us proper respect for activity. Activity has been in the past something to repress in order that memory and reason might have their way. Now it is given its natural outlet in occupations that call out all the powers of the individual.

The introduction of occupations into the school is also based on social considerations. It is the attempt of society to repair its losses, to give to the child of today the value of the industrial training formerly given in the home. It reveals a recognition of the fact that civilization rests upon certain fundamental industrial conditions.

The value of the occupations once recognized, it is inevitable that we should next consider their relationship to the acquirement of knowledge. The studies that make up the school curriculum represent the accumulation of knowledge by the race, the vast storehouse of modern culture. The formulation of this subject-matter for study on a theoretical ideal of the development of the mind is the ordinary method followed today in arranging courses of study, but it is a method without foundation in principle. As the individual becomes of more importance than that which he acquires, a new basis for the organization of the curriculum is forced upon us. It is necessary to consider, not only the order and value of social experiences, but also

the attitude of the mind toward these experiences in any given case. The mind's power of receptivity and its ability to respond to the stimulus that comes from the activities of others depend upon the nature of its own activities. Unless the child's experiences are rich and full, he has little basis for an understanding of the similar experiences in the life of the race. The facts of history and science appeal to him just in proportion as they meet the condition of an inquiring mind endeavoring to solve the problems of daily living.

Under the theory that the attitude of the child is of equal importance with the subject-matter of study, the first consideration for the teaching of history and the sciences must be to secure for the child the use of his constructive powers in connection with the direct problems of life. He must learn by contact with the materials and forces of nature how to use these for social ends. His experience with these materials and forces is slight and his attitude toward them is full of wonder. Just as the race has gained its comprehension of them by struggle to subdue them to its uses, so must the child come to his understanding by overcoming them for himself. If difficulties of his own lead him to seek for help from the various methods of surmounting these difficulties discovered in the past, the facts gained will be full of meaning to him, because he has the key to their interpretation through the similar conditions of his own living.

The activity of childhood, given a proper outlet in constructive ways, furnishes a basis for a course of study in history of an entirely different type from the mere selection and arrangement of historical material. This material must be selected and arranged in accordance with immediate individual experiences. If we cut the world's history into slices and give a slice as intellectual food to the children of each grade, the offer of food will not secure its digestion. On the other hand, it is certain that the children will reject material given in this abstract way. The problem of the teacher is rather to find the particular portion of past experience demanded under a given set of conditions and to put this into a form that will secure its assimilation by a certain group of individuals. Such a course gives the knowledge gained in school the same vitality as that which comes through the natural channels of the outside world.

The school is a comparatively modern institution, and the education of the race was in an advanced stage when it was invented. Nature has given her children their training in the school of necessity, and, by

solving the primary problems of existence, they have wrought out inventions and arts and have laid the foundations for the higher activities and relations. It is the stimulus of social need that has led to the accumulation of the body of science and art, the treasure of modern civilization. Growth has come to the race by the use of nature's resources, and our inherited capital of knowledge is founded upon primitive racial activities. The most powerful motive force for the gaining of knowledge has always been the sense of social needs. It is a fatal mistake for the school to lose this impulse.

The demand of the little child for activity is as strong as it was in the early race, and, if this energy be utilized to solve problems of living that are within his capacity, the child will gain his knowledge just as the race has built up its inventions, arts, sciences, and laws. In his work he comes into contact with the materials and forces of nature, and these set up problems that he must solve. The school should supplement nature's method, and, by means of the subject-matter of history reconstructed in accordance with the child's needs, relate his experiences to those of other people present and past. This relation will bring about an intelligent appreciation of the work of the world and of social conditions. It will give a knowledge of sociology and history that is of real value.

An organization of the subject-matter of history in harmony with the social occupations of the school secures unity for the course of study. There is no longer a division between the old and the new studies and an overcrowding of the curriculum, but the new studies give vitality and impulse to the old, while the old serve to relate the individual effort to the life of the race and to give it depth and meaning.

Not only is it necessary to consider the activity of the child as largely motor in kind, but it must also be borne in mind that his social experience is very simple. In contact with the complex forces of modern civilization, a child can interpret little of what he observes. If we would connect his thoughts and feelings with those of other people, it must be by simplifying the conditions of modern life, by so analyzing the complexities of our civilization that we can select the things that are vital and typical in relation to his attitude of mind. Simple methods of work exist but rarely today, and, for examples of industry that correspond to the child's crude methods and will aid him in making inventions and carrying on processes, we must look to the earlier types of

life. This carries us back to primitive peoples for historical subject-matter in primary grades. It is not that knowledge about these early representatives of our race is more essential than knowledge of people in any other stage of culture, but that only among primitive people do we find illustrations of such simple methods and processes as come within the scope of the child's understanding. If, step by step, he improves his own crude methods of work and traces the gradual development of industrial processes, he gains the power to comprehend modern social and industrial conditions. In such work there is a constant interaction between the child's activity and the activities of modern life. He gains personal experience through what he does, and he learns the meaning of this experience through seeing it in relation to the experiences of others. Work in house-building, making of furniture, tools, and utensils, sewing and weaving, cooking and gardening—these recreate the arts of the race. The necessities of the hunter, shepherd, farmer, and trader underlie the development of these arts and show their gradual evolution. Under this theory every step is taken with the direct stimulus of a social use for the child's activity, and he gains a constantly increasing control over the natural forces of his environment.

The gradual occupation of our own country by its early settlers is material of the same character for a more advanced stage. Here were people thrown back upon comparatively simple ways of living and dependent upon the particular natural conditions of their surroundings. To enter into their struggles with their environment and appreciate their economic conditions is to organize the relations of geography to social life. With an industrial basis well established, the nature of government may be seen as a constant regulation of the needs of the community instead of a formal set of laws. The history of our country has been largely that of the pioneer, for we have been compelled to occupy a wide continent and to repeat the experience of the colonist at each step of our westward progress. The story of this advance is one of continued industrial struggle, and naturally leads us to place the emphasis of our teaching where it should be in the elementary school, upon social and economic conditions instead of upon the complications of political history.

It would, however, lead to a narrow view of history and a narrow patriotism, were we to teach only American history. Our national ideals are results that spring from causes running far back into the

past, and the children should look at them with something of the proper perspective. By their study of history, they should gain freedom from prejudice, ability to weigh evidence, and fairness in judgment.

While the complexity of modern life makes simplification necessary for purposes of study, the comprehension of primitive processes gives the child an insight into present conditions. There is a constant comparison of the results obtained by primitive methods of work and the complicated situations of today. The appeal of the modern building methods is strong even to the little child who is constructing a playhouse, and the child who has molded a clay dish or woven a piece of cloth has an increased sense of the value of the objects in daily use in his home, because he knows something of their manufacture. In so far as the children can enter into the activities of their own social groups, these activities become significant to them. The feeling that they are members of organizations whose purpose is the supply of common needs, and that they have their own part to perform, cultivates social responsibility. Whenever it is possible for them to take part in the improvement of local conditions, they should have an opportunity to do so. Thus they become acquainted with the functions of government and actively interested therein. The problems of public service belong with the problems of history and cannot be separated from them. History is an essential factor in education when it is used in such a way as to function with reference to the present and to point the way to the future.

The following scheme of work is founded upon the principles previously stated. Certain occupations are suggested for each grade, to be followed by historical study, but this does not mean that these are necessarily the best ones for the grade, nor that no others are to be used in the same grade. More specialized subject-matter may be used in the higher grades than in the lower ones.

In the first three grades the relation between the occupations and the subject-matter is an immediate one. In the later grades it is less apparent. The impulse gained by the social work in the earlier part of the course should help to vitalize the succeeding studies and render the close association of occupations and subject-matter unnecessary. Still, it is important that the interaction between these two lines of effort should continue throughout the elementary school, and, to a certain extent, even in the secondary school.

Grade I.—Occupations: Making and furnishing playhouses. In connection with this work, the primary arts connected with food, clothing, and shelter are introduced.

Studies: Comparison of methods of work with those of primitive peoples.

Grade II.—Occupations: Cooking, making furniture, weaving, and simple needlework.

Studies: Study of primitive people in the hunter and shepherd stages of culture.

Grade III.—Occupations: Cooking, gardening, and making of pottery.

Studies: Study of primitive farming and the beginnings of trade and city life.

Grade IV.—Occupations: Wood and metal work.

Studies: Local history with the evolution of local industries, and means of intercommunication. Stories of famous explorers. Simple problems of public service.

Grade V.—Occupations: Weaving and sewing.

Studies: Colonial history. The textile industry in colonial times.

Grade VI.—Occupations: Weaving, sewing; work in wood and clay.

Studies: Colonial history. Our struggle for independence and similar struggles in previous times, as in Greece, Switzerland, and Holland. Physical culture and games of Greece. Greek architecture and sculpture. Notable buildings in the locality of the school.

Grade VII.—Occupations: Printing and bookbinding.

Studies: The period of discovery and exploration in American history and the settlement of the West. Development of the arts of printing and of inventions connected with navigation. The study of mediæval conditions is a valuable background for this work.

Grade VIII.—Occupations: Wood and metal work.

Studies: Home economics, including civic regulations in regard to building and sanitation. Roman or English history, with the emphasis upon the evolution of government. Structure of the local government.

COURSE OF STUDY IN HISTORY IN THE GRADES.

By CHARLES A. MCMURRY.

THE following course of study is designed for classes from the third through the eighth grade. There is a number of important problems to be solved in working out such a course of study.

After the aim has been fixed and the general theory for the best selection of materials established, we must decide, first, the relative importance of American and European history in the common school; second, the relation of the history to the reading work and literature in the corresponding grades; third, the connection of the history with geography; fourth, the basis for the selection of leading topics for each year.

This course of study will outline the course, not only in history, but also in the related historical and classical readings and in geography, so as to show in a simple form the interrelations of history, reading, and geography. In this course of study American history is made the chief basis and backbone of history for each grade from the fourth year on. The reasons for this are briefly assigned as follows:

1. American history, beginning with the simplest conditions of early exploration and settlement, advances by regular steps in a process of growth to our present complex conditions of political and social and industrial life. In a relatively short period most of the important stages of national growth are well illustrated in our own history.

2. The chief epochs and crises of our history are extremely instructive and interesting to children.

3. The excellent biographies of the leading characters of American history are of a superior quality and have great educational value for children and youth.

4. The best parts of European history of educative value for children can be incorporated into the appropriate parts of American history.

5. A general chronological outline of the world's history is out of the question for the common school.

6. A wholly wrong view-point for judging the course in history in the common school is furnished by chronology and by the course of study in the classical gymnasium.

7. History in our common school should begin with America and end with America, with such incorporation of European history as will give the necessary breadth and variety of culture. The parallel reading lessons based on European classics and history stories will supplement the history studies with those parts of European culture that children are capable of appropriating.

8. Our present course of study and the whole tendency of American schools, show that American history must be the chief staple of our history course. On the other hand the increasing use of European classics and historical tales in our schools shows our appreciation for the best elements of European culture. There is not the slightest disposition to limit our history course to a narrow Americanism.

SELECTION OF A FEW LEADING TOPICS.

In the course here offered a very few prominent standard topics of American history are selected for each grade. This plan excludes the heaping up of miscellaneous facts for memory work as well as the tedious chronological series.

1. Each one of these topics should fit the age, understanding, and interest of children. Often the activities, games, drawings and constructions incident to such history stories are the natural reactions of the children upon the material and show its pedagogical fitness.

2. Each topic should contain a vital core which gives it a real educative significance. It should plant in a child's mind a living germ capable of strong and beneficent growth.

3. Such a topic may be a biography, an event, a campaign, an invention, or the growth of an idea.

4. Each one of these topics should be worked out as a complete unit of thought, interesting in itself and in the associated facts, and provoking inquiry by a close succession of connected facts, giving a rational sense and movement.

5. Biographical stories furnish a large number of such topics and constitute, especially in the early years of history study, the choicest and most educative historical material.

6. American history is probably the richest in choice biographical stories of any country in the world, and, as much of this material comes from the earlier, simple stages of our pioneer life, it is especially appropriate to children.

7. Such biographical and other topics are, of course, leading types

and become centers for the organization of historical material. They simplify history by focusing it in a few leading characters, events or ideas. Such important central topics also form an excellent basis for comparison and review, biography being compared with biography, event with event, etc., the children being led constantly to look backward over their previous studies for comparisons.

EUROPEAN HISTORY, ITS PLACE IN THE COMMON SCHOOL AND ITS
RELATION TO AMERICAN HISTORY.

1. The fairy tales, folklore and mythologies of European countries are, in this course, not regarded as a part of the history proper, but as belonging rather to the oral work in *literature* of the first three years of school. These stories and myths constitute a very important part of the educative materials of primary grades and are indispensable both in themselves and as a preliminary to history. They are sufficiently important to be regarded as a distinct body of educative material. Their separate and growing importance in primary grades is shown in many ways.

2. A few important topics of European history are selected for full treatment in each grade from the fourth year on. They may precede or follow the American stories in the same grade. They are not mere supplements to American history, but important culture products for separate treatment.

3. The selection of these topics is based, not upon chronology, but upon the quality of the story, its spirit and setting, and its fitness to educate children of the given age. European history offers the widest choice from the simple to the complex, from the worthless to the most valuable, from savagery and barbarism to the highest culture state reached by Athens, Paris, or London. It is an incomparable error to dump all this into a child's mind in chronological order in the grades.

4. Many biographies and events in European history have a close kinship with similar topics in American history. These should be brought side by side in the same grade. If they breathe the same spirit, teach the same lesson under different conditions, they will double its educational effect. It is well to compare Columbus's explorations to the west with those of De Gama to the east. Champlain, La Salle and George Rogers Clark were men of the same heroic temper and endurance as David and Coriolanus and King Alfred.

5. The real educative influence of European history can be secured to children by such a careful selection of those episodes best adapted to their interest and understanding.

6. American topics should be traced back to their sources in European history and European topics followed to their results in America. The books and maps by which this can be done are now much more available than formerly.

THE REINFORCEMENT OF HISTORY THROUGH CHOICE READINGS
FROM AMERICAN AND EUROPEAN LITERATURE.

Great is the value of American and European literature as a reinforcement to the history instruction. In the regular reading work of the schools, from the third grade upward, there is a great amount and variety of classic reading matter which is now used in the schools—poems, biographies, ballads, narrative history, novel, essay, and epic story, such as *Marmion*, *Courtship of Miles Standish*, *Horatius at the Bridge*, *Paul Revere's Ride*, *Scott's Tales of a Grandfather*, *Ivanhoe*, Hawthorne's *Grandfather's Chair*, etc. In order to show the value of this literary material used in reading lessons as a supplement to history a list of the parallel classic reading now available, and much of it now in common use, is shown in each grade: (1) the American selections, and (2) the European selections.

In judging the importance of this connection between history and reading the following considerations should be kept in mind:

1. Much of the best literature of America and Europe is historical in character and content, and, so far as it enters into the reading course, should be brought into the closest relation to the corresponding history topics. No forced correlation should be sought, but what is natural and rational.

2. In selecting the best literary products, suited for reading lessons, without any thought of teaching history, we have been wont to choose many poems and stories which give a remarkably full and clear description to great historical events and persons.

3. Often a masterpiece of literature is, for children, the best possible treatment of a topic in history, *e. g.*, Cowper's *Battle of Blenheim*, Holmes's *Grandmother's Story of Bunker Hill*, Plutarch's *Alexander the Great*, Shakespeare's *Julius Caesar*, etc.

4. The course of study should take advantage of this very intimate relation between history and reading lessons, and thus cause the read-

ing lessons to contribute greatly to the force and completeness of history-study. History seldom takes the time for such an intense and realistic treatment of a history topic as is given, for example, in *Mar-mion* of the battle of Floddenfield and its attendant events. Literature has thus a way of deepening and ingraining the lessons of history, which is beyond anything which history itself can do.

5. A careful examination of this course of history as related to the reading will show that the history and reading lessons, to a considerable degree, are laid out on parallel lines. The simple reason for this is the fact that an event or story in history which thoroughly interests a child will interest him still more if put in a simple literary form which he can understand; *e. g.*, *Paul Revere's Ride*, *Barbara Frietchie*, *The Battle of Ivry*, etc. In the nature of the case, when the history and reading touch the same or kindred topics, they should walk close together.

6. Besides the English classics of a historical character used in regular reading lessons the supplementary books in literature and history read by children at home or in the school library may still further broaden and deepen their historical knowledge. Fully half of the historical readings indicated in this course of study are of this supplementary character. Most children have plenty of time at home for this kind of reading, and the school should give it a wise direction and stimulus. The appended lists show how excellent and abundant are the books adapted to each grade of school.

7. In most cases the masterpieces of literature of a historical character are handled in reading lessons a year or two later than the corresponding history topics in history. Several reasons may be assigned for this: (a) The difficulty of the language and literary form; *e. g.*, *Lady of the Lake*, *Evangeline*, Webster's *Speech on Bunker Hill*, Plutarch's *Lives*, Franklin's *Autobiography*, and others. (b) The artistic quality in a fine piece of literature does not at first appeal to a child. (c) A masterpiece of literature has often a greater depth and maturity of thought regarding a historical event and requires a more advanced age in the pupil. (d) The poem or drama often needs the foregoing history as a basis for its understanding. Such a poem is often a splendid retrospect and vital summing up of earlier historical studies; *e. g.*, Lowell's *Under the Old Elm*, Webster's orations. It serves the student as a noble review of earlier studies, and draws lessons not seen at first.

On the other hand, many of the best poems and stories are so sim-

ple and graphic that they can be used as reading lessons in the same grade in which the corresponding history topics are treated; *e. g.*, *Courtship of Miles Standish*, *Paul Revere's Ride*, *Grandmother's Story of Bunker Hill*, Hawthorne's *Grandfather's Chair*, and others.

THIRD GRADE.

HISTORY.

Christmas celebration.—The Christmas story, with Christmas tree, pictures, etc. This is customary with all the primary grades. Story narrated to younger children. Poems of Christmas time for recitation and song. These exercises do not partake so much of the character of instruction as of entertainment and joyful festivity.

Thanksgiving celebration.—History of early Thanksgiving days. Poems and stories. By means of pictures and stories something of early New England life is given.

Washington and Lincoln celebrations.—Stories of Washington and Lincoln's childhood. A full treatment of the early life of Washington and Lincoln is not expected, but an acquaintance with the more interesting stories and surroundings of their childhood.

Local history of the town or neighborhood.—The early settlers of the town and neighborhood. Stories of the most prominent pioneers; where they came from. Early log houses. Hardships. First schoolhouse. Early roads and modes of travel. Family history. Grandfather stories.

Indian life and relics.—Stories of Indian life and adventure in the early settlement of the neighborhood and of the region of country adjacent.

Different nationalities in the community and where they came from.

The geography of the third grade is expected to deal with the hills, streams, valleys, products, and occupations of the village and adjacent country.

The family and neighborhood traditions are the best beginnings of history, and an interest should be regularly cultivated for them, both in the home and school. The grandfather's stories give first notions of chronology.

FOURTH GRADE.

HISTORY.

DISCOVERERS AND EXPLORERS

Pioneers of the state and neighboring states. The movement is gradually from home outward. For example, *New York* state as the home and starting-point begins with the following stories :

Henry Hudson.—Trip up the Hudson. Other voyages. Meeting with the Indians. A map of the world is needed and a good board sketch of the Hudson locating the places of special interest on the trip of the "Half Moon."

The earliest Dutch settlers.—Trading with the Indians. The customs, buildings, and dress of the Dutch. Give some account of their previous home in Holland. A map and picture are needed. Drawings may be made by the children. Constructions also of forts, palisades, Dutch houses, ovens, and wind-mills are to be encouraged. The activities of children in such efforts are easily set going, if materials are furnished.

Champlain.—Explorations. Expeditions against the Iroquois. First settlements along the St. Lawrence. First battle with the Indians on the shore of Lake Champlain. Locate France on the map and trace the journey across the Atlantic.

The Six Nations.—Their homes and customs. Warlike character and expeditions. The map of central New York should be drawn and the warlike raids of these tribes into the neighboring regions indicated.

La Salle.—In Canada. At Niagara. On the Great Lakes. In Illinois and on the lower Mississippi. His hardships, dangers and resolution. Tonty and Hennepin in relation to La Salle.

Raleigh.—Early life. His attempts at founding colonies.

John Smith.—Explorations. Experiences at Jamestown.

Boone.—Life in Kentucky.

George Rogers Clark.

Lincoln.—Early life to age of twenty.

OTHER NATIONAL STORIES.

Abraham.—The chief scenes of his life.

Joseph.—All the parts suitable for children.

David.—His early life to the death of Saul.

These stories are well given in *Bible Stories in Scripture Language*. Use the map freely.

Romulus.—Founding of Rome.

Coriolanus.—In the main according to Plutarch.

Cincinnatus.—A short story.

The Roman stories are well given in several of the supplementary story books.

Julius Caesar.—Conquests in Gaul and England.

The Angles and Saxons.—Their invasion of England.

King Alfred.—His war with the Danes and later labors for his people.

The English stories are given in the *Story of the English* and other historical readers. It is better to give a few of these stories in full and interesting detail, with pictures, maps, and constructive efforts by the children, than to multiply short, scrappy stories.

LITERATURE AND READING OF FOURTH GRADE. MUCH USED IN THE
REGULAR READING LESSONS.

Wonder Book and *Tanglewood Tales* (Hawthorne). Excellent materials and much used: Peabody's *Old Greek Folk Stories*; *Greek Heroes* (Kingsley.)

These books are excellent for regular school reading: *Story of Ulysses*, in several forms, both prose and verse; *Tales of Troy*, both prose and poetic translations and narrative stories. There are many renderings of the Greek myths and stories suited to school use.

Heroes of Asgard—a good series of Norse myths; *Stories from the Old German* (Pratt); *Old Norse Stories* (Bradish); *Siegfried* (Burt). These stories of Norse and German myths have been used by some for regular reading exercises, or they may serve as supplementary reading matter in school and home.

Complete translations of the *Iliad* and *Odyssey*, by Bryant, Palmer, and others, are now available for teachers and pupils for school and home use.

OTHER HISTORICAL AND LEGENDARY STORIES.

Used in regular, supplementary, and home reading: *Old Testament Stories in Scripture Language*—the essential parts of the Bible stories for school use; *Old Stories of the East* (Baldwin)—a free rendering of the old Bible stories; *Boy's King Arthur* (Lanier); *King Arthur and His Court* (Frost); *Stories of King Arthur's Round Table Knights*; *Tales of Spencer*; stories of the *Fairie Queen*; *Ballad Book*. There are several good ballad books giving the old English, Scotch, and other European ballads. They are important products of the old folk-lore tradition and early history.

All the above stories and other books of similar character may be used partly for regular reading exercises, but especially for supplementary reading, for special occasions when the teacher reads to the whole school, and for home use at the fireside.

HISTORY. SUPPLEMENTARY READINGS.

American Life and Adventure (Eggleston); *Stories of Our Country* (Johannot). These books furnish simple narratives of interesting scenes of American life. *Four Great Americans*; *Pioneers of the Revolution*; stories of Boone, Robertson, and others. There are several other simple renderings of American history stories.

MISCELLANEOUS.

Fifty Famous Stories Retold; *Open Sesame*—a collection of poems, ballads, etc.; *The Arabian Nights*—most famous of old stories; *Stories of the Old World* (Church).

It is well for the children in the fourth grade to begin to read for themselves the simpler stories of America, and also kindred stories of adventure and heroism from other countries, especially from European countries. The oral treatment of stories in this grade is the best possible introduction to the proper spirited appreciation of such narratives.

GEOGRAPHY.

The geography of the fourth grade is laid out parallel to the history stories.

For children of New York state the leading topics deal with the rivers, mountains, cities, and industries of New York, and following these are the chief geographical topics of the Atlantic states, of the Alleghenies and the middle West, including much of the Mississippi valley.

The history topics of this grade, which have a marked geographical character, cover almost exactly the same region of country. The American stories read also in this grade are located in the same geographical region.

The advantage of this close parallelism of history and geography is found in the very great interest which good stories lend to localities, and in the mutual help which these studies render to each other in explaining and fixing better the facts of both geography and history. Each study reviews, reinforces, and intensifies the facts taught by the other. The value of each study in its relation to life is also better seen.

FIFTH GRADE.

EUROPEAN EXPLORERS IN AMERICA.

Columbus.—His great purpose and its results.

The Cabots.—A short story.

Magellan.—First voyage around the world.

Cortez.—The conquest of Mexico. Indians of Mexico.

De Soto.—His wanderings in the southern states.

Coronado.—Explorations in the southwest.

Drake.—His buccaneering voyage against the Spaniards.

WESTERN STORIES.

Lewis and Clark.—Journey up the Missouri.

Fremont.—Two expeditions in the Rocky Mountains.

To California in 1849 to the gold regions.

Powell's descent of the Colorado.

These stories deal with two groups of the greatest explorers on sea and land. They were men of great energy, high purpose, and unyielding determination. Their deeds are not always praiseworthy, but they are striking types of the men of their time and in the main men of noble character.

HISTORY, EUROPEAN.

SPANISH AND PORTUGUESE STORIES.

Isabella of Spain.

Christians and Moors in Spain.—Conquest of Granada. Irving's stories furnish some good material for the teacher.

Prince Henry and De Gama.—Exploration of the Coast of Africa. The efforts of the Portuguese to find an eastern route to India and the results should be compared with Columbus and Spain's efforts toward the west.

ENGLISH HISTORY.

William the Conqueror.—Conquest of England.

Richard I.—His crusades. His knightly adventures.

John and the Great Charter.

Elizabeth.—In connection with Raleigh and Drake. Story of the Armada.

There are several excellent books covering these topics, as *The Story of the English*, *Child's History of England*, etc.

SCOTCH HISTORY.

William Wallace and Robert Bruce.

Tales of a Grandfather (Scott) and several other books give these famous stories in good form for schools.

READING.

Partly for regular school work and partly for home reading.

AMERICAN.

Hiawatha (Longfellow)—Much used as a reader; *American Explorers* (Higginson)—much original material; *Heroes of the Middle West* (Catherwood); *Discovery of the Old Northwest* (Baldwin); *Colonial Children* (Hart)—source material; *Source Book of American History* (Hart)—excellent; *American Historical Tales* (Morris); *Children's Life of Abraham Lincoln* (Putnam). Children should be encouraged at school and home to read and enjoy this class of books.

ENGLISH AND SCOTCH.

Tales of Chivalry (Rolfe); *Tales from English History* (Rolfe)—prose and verse. Heroic ballads, especially English and Scotch.

Robin Hood (Pyle)—first-class stories; *Tales from Scottish History* (Rolfe); *Story of the English* (Guerber)—earlier parts.

STORIES OF OTHER EUROPEAN COUNTRIES.

READING AND LITERATURE.

Lays of Ancient Rome (Macaulay)—*Horatius* and others; *Jason's Quest* (Lowell)—*Story of the Golden Fleece*; *Ten Boys on the Road from Long Ago*.—partly English stories; *Stories from Herodotus*—Cræsus, Cyrus, and others; *Story of the Greeks* (Guerber)—the earlier parts; *Story of Roland* (Baldwin)—age of Charlemagne; *Ulysses among the Phæacians* (Bryant)—simple poetic form; the *Odyssey* of Homer (Palmer)—poetic prose rendering; *Book of Golden Deeds*—many short stories.

Most of these are famous world-stories which are not only interesting to children, but of culture value as part of the race-thought and experience. In the regular lessons in history and reading only a part of this historical and literary matter can be treated. But the leisure hours of children in school and at home cannot be better employed than in this reading, which expands the mind beyond the narrow range of school lessons. The geographical theater of these stories should be clearly understood as a basis for clear knowledge.

The regular course in American history begins in the fourth grade with a selection of the pioneer history stories of North America. In selecting and arranging the American stories for the fourth and fifth grades two ideas have been determining: (1) The earlier simpler pioneer stories of the East and middle West are used first, as Hudson, Champlain, Smith, Boone, and Lincoln. The more difficult stories of Columbus, Magellan, Cortez, and Drake, together with stories of the extreme West (Rocky Mountains), are given in the fifth grade. (2) The movement from home outward is kept in mind, beginning with the local and state pioneers, as Hudson and Champlain in New York. Children in Virginia should begin with John Smith, Raleigh, Boone, etc.

Two years are thus given to the pioneer period of American history, dealing with the life, difficulties, and surroundings of the explorers and very earliest settlers. Chronology is of but little importance, although a few leading dates can be fixed. The great thing is to produce a strong impression by a complete, animated, and realistic portraiture of a leading character or event in which he figured. The pioneer period of American history lasted, however, from 1492 to

1850, or even later, and one of our historians has called attention to the fact that the most marked and characteristic traits of American character have been found usually upon the frontier. As indicated in the course, parallel to these American stories runs a series of European history stories, somewhat similar in tone and general simplicity of life. Wherever it is possible, it is deemed better that these pioneer and European stories should be handled orally by the teacher in the class. But children in the fifth grade at least will soon learn to read such stories, and they should be encouraged to do so, both to extend their knowledge and sympathy over a larger field of history, and to acquire the habit of using books well. The oral treatment of some of the stories in the fourth and fifth grades is the best means of making history interesting and realistic, and of introducing them to a fruitful and engrossing study of books a little later on.

It is our opinion that in all these stories, both American and European, the geographical background should be kept clearly in mind. Wall maps, globes, and blackboard sketches should be used, therefore, in every story to make clear the simple geographical conditions in which the story is placed. One reason why the stories of Columbus and Magellan are more difficult than those of Champlain and Boone is that the former really require a knowledge of the geography of the whole earth, and of the vague ideas then prevalent on geography. It is assumed also that children in the third grade have already had a short study of the world whole and have located the chief continents and oceans.

With these statements in mind, it will be possible to see the relation of this entire course of history study to the parallel course in geography.

The fourth and fifth-grade geography deals with the United States and North America, thus running almost exactly parallel to the history stories of the same grades.

In the sixth grade the geography of Europe is studied. It will be observed that the sixth-grade history has much to do with Europe, both directly as in the Persian and Punic wars, and indirectly in the relations of colonial settlement and development to European states, wars, etc. Besides this, the myths, history stories, and literature of European countries have been much used in the fourth and fifth grades, where the geographical locations of many of them have been fixed, as in the case of Ulysses in the Mediterranean, Siegfried on the

Rhine, Horatius at Rome, Alfred in England, Isabella in Spain, and many others.

The course of geography in the seventh grade deals with Asia, Africa, South America, and the world whole in its modern sense.

It is found that the topics in history, as Clive and Hastings in India, Livingstone and Stanley in Africa, are selected partly in consonance with this geographical movement. The close connection and constant interaction of history, reading and literature, and geography in this course of study are according to design. It may be said without trepidation that, if the child were habituated to trace out all the historical stories in this course of study in their geographical setting, he would have a fair general and detailed knowledge of the geography of the world.

SIXTH GRADE.

HISTORY.

EUROPEAN HISTORY.

The Persian wars.—Contact of Persia with Greece.

Darius and Xerxes.—Marathon and Plataea.

The battle of Salamis.—The leading characters also.

The Punic wars.—Rome against Carthage. Hannibal and Fabius. Regulus.

The Scipios.—The courage and perseverance of the Romans.

COLONIAL HISTORY OF AMERICA.

Virginia.—James I, Bacon, Washington. Development of representative government. Royal governors. Emphasis upon the English side of the history. The picture of colonial life among the Virginia cavaliers should be clear.

New York.—Peter Stuyvesant and the Dutch rule. History of the colony under royal governors. The relations with the Indians and other neighbors.

Pennsylvania.—William Penn, Benjamin Franklin. The Quakers and Germans. The people and the governors. Plans for the larger union of the colonies.

Massachusetts.—Settlement of Plymouth and Boston. Winthrop. Growth of the representative system. The Indian wars. Royal governors, charters, and popular assemblies. The religious controversies and persecutions.

THE EUROPEAN WARS AS RELATED TO AMERICA.

The last French and Indian war. Braddock's expedition. The last great struggle between the English and the French. Pitt in England.

Montcalm and Wolfe. Pontiac's Conspiracy. Condition of affairs at the close of the struggle. Character of French and English and their relations to the Indians.

RELATED READING AND LITERATURE (AMERICAN).

Miles Standish (Longfellow); *Grandfather's Chair* (Hawthorne); *The Gentle Boy* (Hawthorne); *Giles Corey* (Longfellow); *Mabel Martin* (Whittier); *Snow Bound Among the Hills* (Whittier); *Tales of the White Hills* (Hawthorne); *The Sketch Book* (Irving); *Source Book of American History* (Hart); *Biographical Stories* (Hawthorne); *Our Country in Prose and Verse*; *Pilgrims and Puritans* (Moore); *Conquest of the Old Northwest* (Baldwin); *The Building of the Ship* (Longfellow); *Autobiography of Franklin*; *Seven American Classics*; *The Conquest of Mexico* (Prescott); *Children's Stories of American Literature* (Wright).

READINGS FROM ENGLISH LITERATURE.

The Coming of Arthur and the Passing of Arthur (Tennyson); *Lay of the Last Minstrel* (Scott); *Choice English Lyrics*; *The Christmas Carol* (Dickens); *Child's History of England* (Dickens); *Tales from Shakespeare* (Lamb); Historical plays; *Stories from Waverly* (Scott); *Stories from Old English Poetry* (Richardson); *Stories from English History* (Church), two volumes; *English Historical Tales* (Morris); *Source Book of English History* (Kendall); *History of England* (Macaulay)—Introduction.

EUROPEAN READINGS.

Ten Great Events—partly English; Lanier's *Froissart*; *William Tell* (Schiller); Bryant's *Iliad*—poetic translation; *Don Quixote*—a simple adaptation.

In laying out the course of study in history for the sixth grade, we are met with serious difficulties, and our plan is likely to be subjected to severe criticism. In taking up in the sixth grade the Persian war or Greek war of freedom, and the contest between Rome and Carthage in the Punic wars, we are led by two considerations: (1) These two wars are two of the most interesting, dramatic and important wars in the history of the world and bring out very clearly the peculiar traits of the Greeks and the Romans. (2) Both wars are relatively simple and easy to understand, and seem to be within the grasp of sixth grade children. They center in a very few battles and personalities.

For other reasons it happens also that the geography of the sixth grade is that of Europe, and the study of these great states of antiquity will add much to the interest of many topics in European geography.

In studying the colonial period of American history in sixth grade, it is a serious question whether we are not entering upon subjects too difficult for sixth-grade pupils. The charters granted by European states, the royal prerogatives; the taxing power of Parliament, navigation laws, the gradual growth of representative governing bodies in the colonies and the religious disputes will seem to many too difficult for children of this grade. Against these objections we may place the following considerations:

1. In the earliest settlement of colonies we have the simplest possible economic, social and governmental conditions. The origins of no European state can be traced back to such simple, well-known conditions as those of Plymouth, Jamestown, and other colonies. Life was rude and plain, and everything sprang from the simplest beginnings. Even the religious life, inherited through centuries from Europe, was simple and direct in its manifestations and results.

2. The beginnings of government and the simple transition from pure democracy to a representative system can be seen as nowhere else. The powerful tendency toward self-government through colonial assemblies, and in opposition to the tyranny of royal governors, can be easily understood.

3. The spirit and occupations of the people in fishing, agriculture, lumbering, and shipbuilding are such as children can understand.

4. The dramatic incidents of Indian war and religious persecution present no special difficulty.

5. Colonial history should be treated largely as a series of colonial biographies. Interest should center in such men as William Penn, Benjamin Franklin, Miles Standish, John Winthrop, Roger Williams, Eliot, Davenport, Andros, Berkeley, Bacon, Washington, Montcalm, and others. A few leading biographies in each colony treated with interesting fulness will serve as strong types to bring out the aims and character of the people.

6. During the colonial period we are collecting concrete data in matters of government and colonial history, whose general and deeper meaning will be better seen when we come to survey the causes of the Revolution in the seventh grade. When we reach this point, about the middle of the seventh grade, we can well afford to go back and trace up in succession the steps in the development of free government in the colonies. This will be preceded also in the seventh grade by a study of the Puritan revolution in England.

7. Again, it is our purpose to give a full and rich treatment to the four principal colonies, thus finding time for more concrete and biographical detail than would be possible if all the thirteen colonies were treated alike. The lesser colonies can be treated as incident to the four leading ones, thus concentrating the study upon a few great persons and topics. With these considerations in mind it is believed that the period of early settlement and colonial development can be successfully treated in the sixth grade.

The close dependence of the early settlements and of the later colonies upon royal grants and royal authority make it advisable to trace back the causes of settlement to Europe, and to get as definite notions as possible of the peoples and countries from which the colonists came. The study of the colonial period should therefore to a considerable degree be a study of England, Holland, Sweden, France, Scotland, and Ireland, and of the political and religious conditions in those countries, at least of those which led to the emigrations. In our plan the sixth grade geography is devoted to the study of Europe. In this work the character, occupations, and governments of European states will receive a still more definite treatment. Thus geography and history may work together.

An examination of the American historical literature, prescribed in the reading of the sixth grade, will show that the regular reading exercises may contribute much to the enlargement and enrichment of the history studies. *The Courtship of Miles Standish*, *Grandfather's Chair*, *The Gentle Boy*, *Giles Corey*, Hawthorne's *Biographical Stories*, *The Sketch Book*, and the *Autobiography* of Franklin deal directly with colonial life, and several of the books of history story do the same. This is one of the best illustrations we can have of the powerful reinforcement of history through classic readings.

The readings derived from other European countries give a still further enlargement to historical knowledge. A very large proportion of the history that comes to the children of the common school must come to them through these supplementary and voluntary readings.

The course of study can never be loaded up with any large amount of required work along these historical lines. A few chief topics can be treated in an interesting way, and the children may be encouraged to use the school library and employ their own leisure hours at home in extending and enriching their knowledge of history and literature.

Many of the finest literary products appropriate to school children have, fortunately, this marked historical interest and character, and the taste for this kind of good reading should be the goal of the teacher's efforts with many children. The selections of historical literature in this course of study form only a part of the great body of good literature with which children should become acquainted during their school years.

SEVENTH GRADE.

THE REFORMATION IN GERMANY AND EUROPE.

Leo X., Luther, Charles V., Henry VIII., Loyola, Gustavus Adolphus. Contest of Protestants and Catholics.

THE PURITAN REVOLUTION IN ENGLAND.

Charles I. and Parliament; Strafford. Hampden, Pym, Cromwell, Milton. William of Orange and the Protestant succession. Wesley and the Nonconformists.

LOUIS XIV. AND THE FRENCH MONARCHY.

French royalty and aristocracy. The tyranny of the upper classes over the poor. Lafayette, his early life and connection with America.

In the previous grades the character of the French has been studied in a much simpler form in Canada. Their customs, religion, and warlike qualities were seen in La Salle, Frontenac, Champlain, Marquette, the Jesuits, and others. The stories of Champlain, La Salle, and the French wars have dealt also with the schemes of the French government and with the French monarchs and statesmen.

AMERICAN HISTORY.

Causes of the Revolution. Trace back the causes in the history of the colonies and of England. The life of Samuel Adams as a Puritan leader. Opening events of the war about Boston. The capture of New York and the battles near New York. Washington's retreat through New Jersey. Burgoyne's invasion and its results. Valley Forge and the sufferings of the army. Sea fights—Paul Jones and others. War in the South—Charleston, Savannah. Cornwallis's campaigns and surrender at Yorktown. Life of Washington, Franklin, Paul Jones, John Adams, Morris. The state of money matters at the close of the war. The growing hostility between the states. Congress and its powers under the Articles of Confederation. The Philadelphia Convention: its struggles and leading men. The Constitution before the people; ratification. The life of James Madison in connection with the Constitution.

The great biographies should be very prominent, as Scudder's *Life of Washington* and Hosmer's *Samuel Adams*.

RELATED READING AND LITERATURE.

Evangeline (Longfellow)—French life and earlier history; *Poems of Emerson* ("Lexington," "Boston," and other poems); Webster's *Bunker Hill*, and *Adams and Jefferson*—strongly historical; *Grandmother's Story of Bunker Hill* (Holmes); *Camps and Firesides of the Revolution*; *Boys of '76* (Coffin)—good home reading; illustrated; *American War Ballads and Lyrics*—the earlier parts; *Paul Revere's Ride* (Longfellow); *From Colony to Commonwealth* (Moore); Scudder's *Life of Washington*—the best for children; *Source Book of American History* (Hart)—Revolution and Confederation; *Washington's Rules of Conduct*, and other papers; *Poor Richard's Almanac* (Franklin); *Speech on the Landing of the Pilgrims* (Webster); *Last of the Mohicans* (Cooper); *Stories of American Literature* (Wright); biographies: *Twelve Naval Captains* (Sewell), first part; Fiske-Irving's *Washington and His Country*; *Life of Samuel de Champlain* (Sedgwick); *Life of John Paul Jones* (Hapgood); *Life of Benjamin Franklin* (More).

RELATED ENGLISH LITERATURE.

Some of these books, like those in the previous list of American books, may be used in the regular reading work.

Macaulay's *History of England*—the part on the Puritan revolution; *Tom Brown's School Days* (Hughes), English school life; *Enoch Arden* (Tennyson); *Tales of a Grandfather* (Scott)—Wallace and Bruce; *Shakespeare's Tragedies* (Lamb)—Historical plays; *Vicar of Wakefield* (Goldsmith)—English life; *Cotter's Saturday Night* (Burns)—Scottish home life; *Life of Nelson* (Southey)—wars with Napoleon; *Source Book of English History* (Kendall); *Story of the English* (Guerber)—use the parts needed.

OTHER LITERATURE OF EUROPE.

The Two Great Retreats (Grote)—retreat of the ten thousand; *Merchant of Venice* (Shakespeare)—Italy; *Plutarch's Lives*—Greek and Roman leaders; *Life of Peter the Great* (Motley)—interesting and clear; *Natural History of Selbourne* (White); *Stories from the Classic Literature of Many Nations* (Palmer); *Stories of the Alhambra* (Irving)—Spain and the Moors; *The Letters of Chesterfield to his Son*.

At the beginning of the seventh grade three large topics of European history are treated. The first of the three terms of the year can be profitably given to these topics: The Reformation, the Puritan revolution in England, and the French monarchy are large and difficult topics to deal with in the seventh grade. The question is

whether a few of the striking and typical characters of these famous epochs in history can be brought before children in such a vivid way as to produce an educative result.

In dealing with the Reformation there is danger of awakening religious controversies which would better be allayed. And yet the Reformation has powerfully influenced the whole of modern history, and especially those parts of it which led to the settlement of America. The conflict between Luther and Rome, and later between Protestant and Catholic nations should be handled in as unpartisan a manner as possible. The better purposes and tendencies of both parties to the conflict should be emphasized and the weaknesses on both sides exposed with a fair but charitable spirit. The main purpose of the instruction is to get an interesting view of a few men like Luther, Leo X., Charles V., Loyola, and Gustavus Adolphus.

It is quite possible that in many schools the Reformation cannot yet be treated as a historical topic, in a fair-minded way, and will have to be omitted from the school course.

The Puritan development and revolution in England produced such a profound and determining influence in America that it needs to be understood by Americans, more perhaps than any other part of English history. It may be fairly questioned whether seventh-grade children can grasp enough of its real meaning to get out of it a culture value. But, assuming that they can, it is a very interesting problem to inquire how they can best approach it. Usually it has been supposed that a few lessons should be given to the Puritan revolution as a preparation and means of appreciating the great Puritan exodus from England to America in the first half of the seventeenth century; the chronological and causal sequences which are usually followed in history would also suggest this order. But it has been often observed by thinkers that the pedagogical order is the reverse of the logical and causal. Instead of studying English Puritanism as an approach to the better understanding of American Puritanism, it may be better to begin at home with a study of American Puritans as a means of better understanding English Puritans. In fact, the pedagogical argument is very strong in favor of the latter procedure. American Puritanism is not only much nearer home to an American child, being a very prominent part of our own life and history, but it is very much simpler than English Puritanism. It is not difficult for a child to understand the life of the Puritans in the small settlements at Plymouth and Bos-

ton. In England the surrounding conditions are tenfold more complex. There are kings and lords and parliaments, and all sorts of political, social, and religious controversies. The striking traits of the Puritans stand out in the New England settlements with an unmistakable clearness and simplicity, dominating the whole life. If a person wished to spell out the meaning of Puritanism in England, he would find the alphabet of it in New England. This alphabet the children have learned in the sixth grade, and have traced out further its results in colonial history with its spirit of self-government in political and religious affairs. With this concrete, and what might be called, experimental knowledge of Puritanism in America on a small scale, the child will be the better qualified to interpret the men and forces at work during the Puritan revolution in England.

The same thing is true with regard to the French. In the study of French explorers, priests, and settlers in Canada and along the great lakes, children have a much better chance to understand French character than they could have by studying French history in France itself with its complexities of government and society. French life in America was simple and unconstrained, and gave unmistakable proof of its natural bent. After studying the French colonists in America, therefore, we can the better appreciate the French in their old home.

EIGHTH GRADE.

EUROPEAN HISTORY.

Julius Cæsar and Augustus. The Roman empire. The great period of Rome.

The French Revolution and Napoleon. Comparison with the American Revolution.

England's conquest of India. Clive and Hastings.

The English in Africa. Livingstone and Stanley. The struggle for Africa in recent years.

Revolt of the Spanish-American provinces.

The Greek war of independence. Turkey. Decay of Turkish power.

The union of the north German states. Bismarck and King William.

The union of Italian states. Cavour and Victor Emanuel.

Queen Victoria's reign. Bright, Gladstone. The English empire at present.

AMERICAN HISTORY UNDER THE CONSTITUTION.

Hamilton and the finances; the banking system. Early division into parties; origin and growth of parties. Growth in territory, illustrated by

simple maps. War of 1812; the right of impressment. Internal improvements; commercial routes westward. Immigration—its character and effects. Jackson and the spoils system. Inventions—their influence upon the progress of the country. Growth of slavery; the chief steps in its development. The Mexican war—its motives and results. Discovery of gold in California; continental railroads. The doctrine of state rights; southern leaders. Plan of the civil war; a few chief campaigns. Our system of revenue; the national debt. The three departments of government; a system of checks. Civil-service reform; review of the spoils system.

Biographies: Hamilton, John Quincy Adams, Daniel Webster, Lincoln, Horace Greeley, Whittier, Garrison, Whitney, Morse, Peter Cooper.

REGULAR READING LESSONS AND AMERICAN LITERATURE.

Masterpieces of American Literature (Scudder); *Nature Pictures by American Poets*; *Speech on Washington* (Webster); *Washington's Farewell Address*; *Tales of a Wayside Inn* (Longfellow); *Poems of American Patriotism*; *Hymns and Patriotic Songs*; *Fortune of the Republic and American Scholar* (Emerson); Schurz's *Abraham Lincoln* and other selected pieces; *Lincoln's Inaugurals*, and other speeches; *My Hunt after the Captain* (Holmes); *Biglow Papers*—selections (Lowell); *Uncle Tom's Cabin* (Stowe); *Speech in Reply to Hayne, or, The Great Debate* (Webster); *Burke on Conciliation with the American Colonies*; Parkman's *Oregon Trail*—pictures of western life; *Source Book of American History* (Hart), latter part; *The House of Seven Gables* (Hawthorne); *Story of the Great Republic* (Guerber), latter part; *American Writers of Today* (Vedder); *The Pilot* (Cooper); *Twelve Naval Captains* (Sewell).

READINGS FROM ENGLISH LITERATURE.

Masterpieces of English Literature; *Roger de Coverley* (Addison)—English pictures; *Lady of the Lake* and *Marmion* (Scott); *The Deserted Village* and *Traveler* (Goldsmith); *Ivanhoe*, *The Abbot*, and *Rob Roy* (Scott); *Essay on Samuel Johnson* (Macaulay); *Source Book of English History* (Kendall); *Tale of Two Cities* (Dickens).

OTHER EUROPEAN LITERATURE.

Julius Cæsar (Shakespeare)—closely related to the history; *Peasant and Prince* (Martineau); *The Judgment of Socrates* (Plato); *Story of the Romans* (Guerber)—latter parts; *The Boys' Browning*—"Pied Piper" and other poems; Plutarch's *Lives*—historical biographies; *Don Quixote* (Cervantes); *Two Great Retreats*—retreat of Napoleon from Moscow; *The Talisman* and *Quentin Durward* (Scott); *Romola* (Eliot)—Italy and Savonarola.

Eighth-grade history, if pursued according to the outline, will require a rigorous study during the last year of the common-school

course. If possible, five recitations a week should be given to history during this year. The completion of geography in the seventh grade may render more time available for history in the eighth. If physical geography is studied in the eighth grade, it need not receive more than two or three recitations a week.

The topics assigned to European history in the first term of the eighth grade will be interesting and instructive to eighth-year pupils, if handled chiefly in a biographical way. The previous studies in the geography, history, and literature will prepare the way for a better understanding. It may well be that only a part of these topics can be treated, but, if time permits, they are all deserving of attention. They should be handled in a large and simple way, partly by talks from the teacher and partly by definite references to books which are simple and interesting to the children. We have no single text-book that would cover this ground, and long and difficult readings should not be required of the children. Large maps of Europe and of the world will be constantly needed, and these topics will furnish a fine opportunity for a review of the geography of Europe and of the world, as well as of a few topics in history.

Nothing approaching a deeper historical study of these topics can be made, and yet an important significant idea in each case can be worked out in an interesting way.

The American topics assigned to the eighth grade involve greater difficulties than the history work of any other year of the common school. As we approach the more recent topics of our history, the large and complex scale of events increases, and, besides, many of these topics are still in the region of controversy and have not fallen into the clear perspective of history. Not a few of the best teachers have avoided the teaching of nineteenth century history because of this complexity and unsettled aspect of recent politics. On the other hand, one of the chief purposes of history and school studies generally is to bring the children somewhere near to our modern problems and into sympathy with present social and economic life. As yet scarcely any plan for accomplishing this has been broached, to say nothing of having worked it out. Only a few suggestions along a tentative line of effort will be made :

1. It is better to work at a few important topics, such as Hamilton's financial system, the growth in territory, etc., in each of which a controlling idea is made manifest, than to spread a drag-net over all the

important events of our constitutional history, in the successive administrations. The organization of facts around a few centers is an indispensable economy.

2. A good brief text-book forming the basis and outline of study is necessary.

3. A simple and definite plan of reference studies should be made, so that children may learn how to use books in a library.

4. A half-dozen or more of the best biographies should be carefully selected; and the children should be encouraged, in connection with leading topics, to give them systematic study. Good examples of these are given in the lives of Jackson, Alexander Hamilton, U. S. Grant, and others in the "Riverside Biographical Series."

5. It seems best to make the study of civics in the common school hinge upon a few leading topics in the regular course of history. The best places for the study of the constitution and structure of our government are in the convention at Philadelphia for the framing of a federal government, in the topics on the actual operations of the government in connection with internal improvements, the slavery struggle, the important decisions of the Supreme Court, and in the constitutional amendments. In this way the study of the constitution is made more concrete and interesting.

6. The masterpieces of literature that discuss the crucial affairs of the nation, as handled in the reading lessons, concentrate attention upon dramatic events and chief ideas. They form an excellent review of history and give it a deeper meaning.

Having thus far laid out a proposed course of study for history in the grades, with a short statement of reasons for the same, we are prepared to discuss briefly the more general question of the selection of topics in the history course according to the *concentric circles*, *i. e.*, the survey of the general course of history three or four times during the years of school, each succeeding review purporting to give a broader and deeper knowledge of the chief events and ideas. This plan has been recently recommended again with undiminished fervor and confidence.

In its favor it has the well-established practice of schools in this country and in Europe. Indeed, it is claimed that in Germany this plan has been followed with such entire success in the best schools of the world that it is the only one worth serious consideration.

Psychology and child-nature have been identified with this scheme,

as if they had been born and bred together. But we should not be surprised by this coincidence, for anyone who has a scheme can generally find in psychology friendly shelter and protection. In fact, we shall be found later defending our own wayward scheme on psychological grounds.

The opportunity for frequent review of important topics and for that thoroughness to which the schoolmaster is at least theoretically espoused gives this theory a very strong practical hold.

This plan of the concentric circles, with its review system, has so long held the right of way in schools and with the theorizers that its opponents will not easily turn the schoolmasters and their flocks into a new path.

But we will at least take a glimpse at the other side of the question.

The theory of the culture epochs—that is, of the correspondence between race-growth and child-growth—whatever it may be worth, does not support the idea of the concentric circles. A given culture epoch has been often repeated in history, but not in the same individual or nationality. As children grow they are expected to grow out of one age into another. Just to the extent to which a child really lives and experiences a period of history, he should outgrow it and never be compelled to become immersed in it again. It will re-echo in his later experience, but the man should never become a boy again in the full sense.

Perhaps the real reason why this repeated memory cram of the concentric circles is necessary, this more or less mechanical reiteration, by successive reviews, is that the facts never have been properly assimilated into the child-life, and a forcing system of reviews is the only thing that can pound them into the memory.

The assumption that the experience of Germany on this point is conclusive proves too much. The most respectable progressive school in Germany, that of Herbart and his disciples, has long since abandoned the idea of the concentric circles in history, has for years laid out a school course and followed a wholly different principle and has given the most vigorous reasons for doing so. The traditional course of the German classical *Gymnasium* is the one always cited as an example of the concentric circles. Of all the courses in the world this is the one perhaps least adapted to the common schools of America. For ten years, from the age of eight to eighteen, the boys in a German *Gymnasium* are kept solidly at work upon the original

Latin and Greek classics. The common schools of this country have absolutely nothing of this, and it is difficult to see why a history course based upon that of the German *Gymnasium* should be foisted upon the children of this country. Even our high schools which prepare for college have abandoned the course of the German classical *Gymnasium*, and for our common school, which has wholly abandoned the classical languages, it is an anachronism to require the whole history of Europe, and even of the world, as a preface to American history in the seventh and eighth grades. The real difficulty with such a course is that it is made out almost wholly from the historian's view of the chronological and causal connection of events, and with almost no regard for modern ideas of child-development, that is, of the motives and activities which predominate in the period of childhood up to the age of fourteen.

The points of defense of the course of study in history offered in this paper (as against the plan of concentric circles) may be briefly put as follows:

1. The intention is to select in each grade only those topics which a child at that age can thoroughly appreciate, enjoy, and assimilate—in short, experience—and thus receive the essence of its educative influence.

2. Each of these topics should be a center for the organization of a considerable body of knowledge and a type which will bring it into fruitful comparison with earlier and later topics.

3. Thoroughness in knowledge is provided for (*a*) by frequent comparisons of earlier with later topics; (*b*) by reaching back constantly into earlier topics for the causes or explanations of later developments, and *vice versa*; and (*c*) by a correlation of literary and geographical studies with those of history which serves to review and illuminate the history.

4. Only a limited number of European topics—those having a pronounced educative value for children—are included. To follow all the ups and downs of European nations is out of the question.

5. It may be said that the expansion of the child's culture through European history and literature is fully equal to the best child's capacity.

6. It has been our intention to offer a course somewhat fuller and more comprehensive than any school can accomplish, so as to leave room for choice of material and variations according to local ideas and necessities.

COURSE OF STUDY IN GEOGRAPHY.

(Running parallel with the history and reading.)

THIRD GRADE.

This is the beginning of regular geographical study. The Nature-study work of the three primary grades covers the topics which are sometimes classed under the head of geography.

HOME GEOGRAPHY.

This includes topics of the home environment such as local surface, hills, streams, etc.; food, clothing and building materials; the common occupations and trades about the home; local commerce, roads, bridges, and means of traffic; local government, officers, taxes, etc.; and local weather conditions and seasons. Excursions with children to shops and fields to study these topics.

THE STUDY OF THE WORLD AS A WHOLE.

This includes a brief study of the earth as a globe, the position and size of the continents and oceans. All should be located with reference to America and the home as a starting-point. Simple large maps should be freely used and interpreted.

FOURTH GRADE.

THE STATE AND NEIGHBORING STATES.

Leading topics of the home state; a typical river, city, chief occupations, as coal-mining, corn-production, lumbering, or cotton mills.

The leading topics of the surrounding states: in agriculture, physical structure, scenery, mining, commerce, and manufacturing industry.

Each topic treated fully, with concrete detail, pictures, maps, and black-board work. The types worked out in the home geography and in the home state should be freely used for comparison with later topics.

FIFTH GRADE.

Type studies, extending over the rest of the United States and North America. Each type the center for organizing a large body of geographical data. Geographical readers can be used to good advantage.

North America as a whole, in its physical features, products, and peoples. The leading topics of North America, treated as types, form a good basis of comparison in studying similar topics in Europe.

SIXTH-GRADE GEOGRAPHY.

The structure of Europe—its mountains, plains, and coast line.

The leading cities, mountainous regions, industries, manufactures, productions, and governments of European states. A constant comparison with kindred types previously studied in America.

The relations to the previous and parallel work in history and reading (literature) will be of great service.

SEVENTH-GRADE GEOGRAPHY.

The remaining continents, oceans, and other parts of the world.

In modern times Europe has been the center from which all geographical exploration and settlement has proceeded.

Trace the relations of European states to their colonial possessions, the government of colonies, route to India, etc.

Chief topics of Asia, Africa, Australia, and South America. These continents have been largely mastered by Europeans. Study them in this relation.

Survey of the world-whole as to land-masses, oceans, races, commerce, productions, climatic zones, trade routes, etc.

DISCUSSIONS OF "SOME PRINCIPLES IN THE TEACHING OF HISTORY" IN THE "FIRST YEARBOOK."¹

By ISABEL LAWRENCE, ST. CLOUD, MINN.

"The object of the study of history, on its educational side, is to provide material that may aid in developing the faculties dominant at each stage of mental development" (p. 35).

THERE is nothing particularly original in this statement of modern educational theory. Miss Salmon might have remarked, like the graduate of the pedagogical department of the university, giving a definition of "education" to the teachers attending a country institute: "I could give an illustration, but I am afraid of narrowing your ideas." The monograph would then have taken its place among many other scholarly and literary utterances on pedagogy — vague, unassailable, and useless. But Miss Salmon fearlessly illustrates, and hence the value of her contribution.

The stages of mental development are admirably characterized, and a masterly effort to arrange historical material in proper sequence follows. Practical teachers are welcoming Miss Salmon's suggested course with enthusiasm. No arguments are needed to convince them of the value of the comprehensive series of the world's history stories, in place of exclusive United States history material. The growth of the child's appreciation of English literature alone, proves the value of the wider course. Miss Salmon has also rendered untold service in pointing out specifically the material which is best capable of development in later phases of the subject. The skilful grade teacher knows what fits her pupils, because she can try it first-hand and find out; but she needs the help of the specialist to enable her to see the work from the standpoint of the future.

The only points in the arrangements of history material which will be challenged by the practical teacher, are the adjustment of the grades to the stages of instruction outlined on p. 46, and the specific work assigned to the fifth and sixth grades on p. 55.

It is easy to divide eight or twelve years of education into fours.

¹The following papers by Miss Lawrence, Mr. Page, and Mr. Frank McMurry have a direct bearing upon the paper of Miss Salmon in the previous YEARBOOK.

Our old four years' primary school, four years' grammar school, and four years' high school exemplify this arbitrary division. The suggestion that the stages of a child's mental growth fit this mathematical harmony, should make us suspicious. It is too easy. Mental growth is too complex and too irregular to allow of uniform segments of time. Granted, that all growth is gradual, it is still admitted that there are epochs in child-development when the point of view changes most rapidly. During the school age both physical and mental changes are most marked at eight or nine, and again at thirteen or fourteen. Are not these the periods when the greatest changes should be made in the material of instruction?

The change from the dramatic stage of fancy to the critical age of doubt, and demand for truth, which marks the American boy of eight or nine, is well provided for by Miss Salmon in the work on p. 54 for the third and fourth grades. The work planned for the fifth and sixth grades, however, shows a radical change in the character of instruction, for which there is no adequate occasion in change of the child's point of view. The boy of ten or eleven is still in the "Big Injun" period. He lacks the power of social co-operation. Instead, he is self-assertive. His attention is wholly occupied with the individual, not with the social unit. Imaginary heroes must be athletes and fighters, not founders of states—Daniel Boone, not Thomas Jefferson. Is it not a mistake to expect this boy to understand, even in a childish way, such historical units as Sparta, Athens, or Virginia? He is interested in narrative, in picturing habits, customs, and occupations of any people. He loves a hero, but it will still be Julius Cæsar, not Rome; still Charlemagne's prowess, with scant conception of his work in founding an empire.

It is the same in the sixth grade. The pupil will delight in knight stories, in vivid pictures of life in the mediæval castle, or in the details of the crusades. He will read *Ivanhoe*, *Talisman*, and *Black Arrow*. Nevertheless, the weakening of feudalism, and the beginnings of the nations of France and England, will remain beyond his understanding, no matter how much the concepts are simplified.

Miss Salmon's outline for these grades is no more difficult than other outlines have been. Everywhere—these children are expected to appreciate the historical units of the state—or at least the colony; and everywhere the practical teacher finds them failing to meet such a demand. These children are known to be resting both physically and mentally, storing up energy for the great demands made by the enor-

mous changes taking place at puberty. Why not frankly recognize that this is still the period where the concrete holds sway—a time when an invaluable foundation of correct images should be laid, accompanied by the formation of correct habits of speech and written language. Stories of individual life during the periods suggested by Miss Salmon may now be taken chronologically, making the time relation prominent; but other relations will be lost sight of, as surely as the historical preface is skipped for the story.

The seventh grade usually marks the transition to another period of growth. The pupil now learns what a social unit is, by subordinating himself to the interests of the group. The age of loyalty has dawned, of self-sacrifice, even if it is only manifested in the football team. Concepts of social and historical units become possible. If the work of fifth and sixth grades is now reviewed, the relations will rise into consciousness—the state will explain the hero.

The points of difference between such an arrangement and Miss Salmon's course of study can be best shown in the comparison of the following outline with that given on p. 46.

| Age | Grade | Predominant Mental Trait | Object | Material |
|--------------------|----------------------|--------------------------|------------------------|-------------------------|
| 6 7 | I II | Fancy | To give vivid pictures | Mythology |
| 8 9 10 11 | III IV V VI | Imagination | To form correct images | Biography |
| 12 13 14 | VII VIII IX | Enthusiasm | To form ideals | First circle of history |

By EDWARD CARLTON PAGE, NORTHERN ILLINOIS NORMAL SCHOOL,
DEKALB, ILL.

TEACHERS of history are under distinct obligations to Miss Lucy M. Salmon for her admirable paper on the "Teaching of History" in the last number of the YEARBOOK. Her treatment of the subject is fresh and her discussion of principles is stimulating. It is surprising how comprehensive a treatment is given in so brief an essay. How-

ever, we must take issue with the author in regard to several of her conclusions. Our present purpose is to criticise in two particulars only.

Miss Salmon seems to regard the only "scientific" justification for history in the school curriculum to be as a "means of mental education." It is true, she has a distinct place for an appeal to the "enthusiasms" of the pupil, but it seems to be more an excitement of the interest and admiration than the development of an informing power for the transformation of character. To her, patriotism is mainly "magnifying the deeds" of our ancestors. In another place she calls it "factitious" and "spurious" and says it "seeks to present distorted ideas of the past with the idea of glorifying one country at the possible expense of truth." She says "it must be illogical" to use the same facts of the Revolution to teach patriotism to both Englishman and American. Is not Miss Salmon's definition of patriotism itself "factitious" and "spurious"? Has she not created a man of straw in order to knock it down? Can she not conceive it possible "logically" to use the same *unperverted* facts to foster patriotic sentiment in the hearts of northerner and southerner alike? Does she not know teachers who are "scientifically" using history to develop sterling character in the boys and girls of our land? We, for our part, cannot regard it unscientific to train the heart as well as the head.

But our chief criticism is in regard to the course of study in history recommended by Miss Salmon. We must regard it as both theoretical and unscientific.

One of the chief justifications of history in the curriculum is that it is essential for proper training for citizenship. We do not mean "citizenship" in any narrow, technical sense. But we refer rather to that training which fits the individual in the largest measure for his place among his fellows. We, as Americans, believe that our civilization is (upon the whole) the best the world has produced. It *is* the best *for us*, at any rate. In order that we may fit ourselves to our institutions, in order that we may know what privileges we may demand and what duties we should perform, it is essential that we know what are our institutions, how they came to be what they are, and what was the spirit that animated the men who had a part in building those institutions. The necessity for imparting this knowledge in the schools is doubly evident when we recall the large element of foreigners which is continually coming to us with almost no knowledge of

our national characteristics. Furthermore, a large proportion of the pupils drop out of our schools early in their course. It is said that not more than one-half remain after their tenth year and that only a very small proportion remain through the grammar school. Notwithstanding these facts, we are advised to exclude American history almost wholly till the eighth grade! Under such a system we should be fortunate indeed if one out of ten of our voters knew anything of the institutions which they are expected to maintain by their suffrage. They might indeed have some knowledge of Lyncurgus, Agricola, Frederick Barbarossa, Palissy, Francis of Assisi, and possibly of the Grand Khan of Borrioboola Gha, but very little would they know of the founders, the builders, and the preservers of our republic and of the institutions they have left to our care. What little they might know they would not obtain from the people's schools. This one fact alone should condemn the proposed course in history.

Besides being theoretical, Miss Salmon's proposed course of study is also unscientific, because it ignores the familiar rule by which we approach the unknown from the known. Our pupils, as a rule, from their earliest childhood hear mentioned continually, in their homes and among their fellows, the familiar names and events of our history. Even the youngest pupils come to the oral, elementary history with a distinct impression that they are learning about those with whom they have had at least some acquaintance. Children of foreign parentage, almost sooner than the native born, come to a general knowledge of some of the chief factors in our history. Furthermore, the men of our history were of character similar to that of the men the pupil sees about him every day, and they did deeds such as the men about us might naturally do. With such a basis of the familiar, the teacher has an immense advantage in presenting American history as contrasted with the difficulty in teaching that of other countries. At the bottom we find the same psychological reasons that impel us to begin geography with the home environment and science with the commonly observed phenomena.

We would not be understood as advocating the exclusion of history other than American from the elementary grades. In various ways, which we need not here consider, there are opportunities for acquainting pupils more or less with the great world-characters. We do insist, however, that most of the history taught in the grades ought to be American history, and that it ought to be introduced in an elementary form early in the course.

Finally, we consider Miss Salmon's course of study unscientific in that she relegates unified, related history almost exclusively to the high school and beyond. We should not expect pupils in the elementary school to be Hegels, but we do know that, in the eighth and seventh, and even in the sixth grade, pupils take great satisfaction in learning the reasons for events. They are quick to apprehend motives, often far beyond our expectations. We know from abundant experience that the most absorbing interest is aroused among pupils in the grammar grades by devoting large attention to cause and effect. In this way, and in this way alone, are *intelligent* "enthusiasms" aroused.

By F. M. McMURRY, TEACHERS COLLEGE.

THE most fundamental problem that I see involved in Miss Salmon's discussion is the question: Shall the nature of the child determine the selection of subject-matter in history? Immediately after deciding upon the predominant characteristics of each period of school life, she sets to work to choose corresponding material on that basis. But the question is: Is her point of view correct?

Certainly her point of view could not be accepted for the determination of a course in arithmetic. In this field the controlling idea is, what quantitative facts are necessary for *social living*? and under the guidance of social needs or requirements along that line, we are now ruling out some topics, as greatest common divisor, compound interest, etc., and placing additional emphasis on others, as on decimal fractions. The nature of the learner is, indeed, a factor in the make-up of the course for it greatly influences the sequence of topics and the time when a particular one shall come, but it enters in as a factor only after the topics themselves have in the main been selected. In other words, in determining a course of study in arithmetic, the nature of the learner and his interest are at best second in influence to social needs.

Should not this same thought apply to history? The conviction is growing more and more prevalent that every study should identify the child with his social environment; that should be the end point, the culmination of each study. This demand, if carried out, would effect a great change in history-teaching, for it would throw most emphasis

on those topics that are most abundantly related to the present time and present interests. Warlike deeds would, then, be worthy of much less attention than heretofore, and topics pertaining to industry, education, and social progress in general would be far more prominent. Yet, on p. 56 of this article, military events are given their old place. The text reads:

If, to a certain extent, military operations occupy a place in the foreground, it is because it is physical, rather than moral, heroism that first appeals to him [the child], that his first heroes have more often than otherwise been military heroes, and that in his first complete survey of the world's history he seeks a background for these heroes.

It is true that the child at this age is readily interested in this kind of matter. But other things are of interest to him, too. Remember how Barnes's *History of the United States* used to insert a few pages of fine print at the close of each chapter, describing the social ideas and customs pertaining to industry and education, etc., and how interesting that was to everyone. Much of the most interesting matter in manual work in the middle grades of the elementary school at the present time deals with the industries carried on about us. There need be no fear, therefore, that many topics very different from those that we have been having would prove thoroughly interesting. Indeed, the fact that they have abundant relation to the present time is one of the best guarantees that they will be interesting.

But my main contention thus far is that the nature of the child should not be the sole or even the main guide in selecting subject-matter — that involves an overemphasis of psychology. Our first aim should be to choose topics that bear strongly on the present, and then, having done this, we may set to work to select from these many the few that are best adapted to each age of children. I am merely urging the social point of view in making this statement.

The point of view represented by the article is peculiarly individual. So far as I remember, there is scarcely a reference to society or to a need of subject-matter that is less individualistic. The child is "the whole thing" from the start and keeps that prominent place throughout. For example, note the sentence on p. 38 :

The starting point is the child with the same mental endowment he has in later life; the objective point is the mature student fully equipped for mature research, original investigation, and philosophical conclusions.

Read this with the sentence that precedes it.

Is there not another objective point, namely, adaptation to environment? And is it not *the* purpose of history, not merely "to train the mind," but to identify the child in knowledge, interests and activities, with what is going on about him? The mental training is a by-product. It will never do to make out a curriculum by fastening our eyes on the learner alone and then selecting those topics that seem best to correspond to his nature. That is accepting almost in full the "harmonious development of all the faculties" as the statement of the aim of education, and we have certainly already advanced beyond that point; we are becoming less individualistic than that. Think of selecting a course of study in housekeeping solely on the basis of the mental characteristics of the child! Instead, we first consider what kinds of kitchens and houses we live in, what dishes we prepare, etc., and then, having found out the main pieces of work necessary in good housekeeping, we are greatly influenced in further selection and in *arrangement* by the peculiar nature of children. In other words, the nature of the child is the second factor in influence. So in selecting a curriculum in history we should first look away from the child into the field of action and inquire what is wanted there, what portions of the work there necessary may best be presented in history. For instance, methods of making fire and cooking meat are live topics of the present time; they were also important with the Indians, and one question in history might well be: Shall the study of Indian life take up these two topics with the view of showing in some detail what a struggle the human race has passed through before arriving at its present knowledge along these lines? If this were deemed advisable, the next step would be to assign this work to the grade best suited to it, possibly the third grade.

Again, in the study of the Puritans the problem arises: Shall their home life and the occupations of their boys and girls be carefully investigated for the sake of comparison with our own times? Shall their industries, their methods of transportation, their religious customs, etc., be studied with the same purpose in mind? Our histories, heretofore, have often dealt with the political life of those people in such a way as to give the impression that they spent the major portion of their time talking politics. Is a great change in subject-matter desirable, and if so, what shall it be, and why?

What answer does Miss Salmon give to these problems? So long as the development of imagination and of enthusiasm is the control-

ling aim, in the grades anything within a very wide range might be accepted and much of it might or might not throw a flood of light on present living. Her standard is so broad that it is scarcely a basis of selection at all.

If we are in earnest in trying to fit the child, through the school, for active, successful work in his environment, we must choose a course of study that will really hit that environment. We must take the greatest pains to select those topics in history that most fully meet actual needs, and that certainly involves a much severer test of worth of subject-matter than has been urged in Miss Salmon's article.

It will be a long time to be sure before that test is satisfactorily applied, but we should be working in that direction at least.

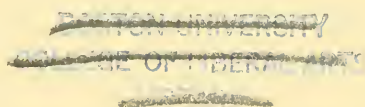
In the second place, even if the point of view represented by the article were accepted, a query arises immediately about the child-study on which the selection of subject-matter is based. That is an extremely difficult problem, and possibly the only way is to do as Miss Salmon has done, namely, to propose one's views and proceed. But there is cause for fear and trembling, for it is unscientific and unsafe. For instance, Miss Salmon sets out (p. 35) to train the imagination in the primary grades, to cultivate enthusiasm in the grammar grades, to secure integration of facts and ideas in the high-school period, and to train the judgment during the college course. Effort in this last direction is largely postponed till this time, because (p. 45) "the judgment, whose exercise up to this time has been largely held in suspense, now [in college] finds scope for its action." No doubt it is generally true that college students have better-developed judgment than those younger; but many persons would assert that *growth* in judgment is more striking in childhood than later. Habits are then *beginning* to be formed, and tests of judgments are, therefore, abundant and vital. It is common for children, as well as adults, to distinguish themselves by their good sense and balance. Why then postpone the main effort to affect judgment until one is grown? This entire diagnosis of the child must be far better based than it yet is, before it can begin to be accepted as a guide for selection of subject-matter.

Finally, the curriculum that Miss Salmon actually offers is, of course, the main matter of interest. Her recognition of the need of close correlation between history and other studies is most acceptable, and her evolution of biography is of great importance. But the concentric-

circle plan, to which she so heartily subscribes, and her relative neglect of American history, are both points worthy of much discussion.

This is not a suitable place for the lengthy discussion of these matters. But her reference to European countries in regard to the concentric-circle plan cannot pass unnoticed. The most abundant and forcible opposition to this plan that I have ever experienced was met in Germany itself. And the poorest history work that I ever saw was found in Paris, where this scheme of arrangement was followed. It may well be a question, therefore, whether the practice in Germany and France in this matter is due to the progressiveness or the backwardness of the authorities in educational affairs.

As to European history in our common schools, while I favor some of it—wanting a broader outlook than the study of our own history alone would allow—I should be quite unwilling to limit the latter to a portion of the fourth year of school and to the eighth year. I should much prefer to make American history the central line throughout the grades, and trace the causal series back to Europe when necessary—although I recognize that this plan is very difficult of proper execution.



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THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION.

MINUTES OF MEETINGS FEBRUARY 26 AND 27, 1902.

BUSINESS MEETING, 7:30 P. M., WEDNESDAY, FEBRUARY 26.

(Club Rooms 2 and 3, Auditorium Hotel.)

President Butler being absent, Dr. Charles De Garmo was chosen temporary chairman.

In harmony with the spirit and purpose of the Society it was decided that the qualifications for membership would properly limit the number of members, and it was therefore voted to remove the number limit, which had previously been fixed at one hundred.

The Secretary was advised and authorized to revise and correct the list of members each year.

There was some discussion of more definite qualifications for membership. A recommendation was submitted to the Executive Committee.

The form of application for active membership was adopted :

Application for Membership in the NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION

Name and Address in Full _____

Place and Time of Academic Training _____

Degree or Degrees, if any _____

Present Position _____

Now at Work on what Problem, or what in Contemplation? _____

Publication, if any? _____

Name of Member Nominating the above Candidate for Membership _____

N. B.—It is expected that each member of the Society will engage in some form of scientific study of education, and that he will contribute from time to time a short paper stating the progress or results of his investigations.

The Executive Committee was instructed to arrange the regular meetings of the Society on the day preceding the first day's session of the National Educational Association and the meeting of the Department of Superintendence.

The Executive Committee was advised and authorized to revise the Constitution of the Society in such respect as to make it consistent with the above action, and in such other respects as seem advisable, and submit the same to the next business meeting of the Society.

The following officers were elected :

For *President*—Nicholas Murray Butler. For *Secretary-Treasurer*—Charles A. McMurry. For *Members of Executive Committee*—David Felmley, William L. Bryan.

OPEN MEETING, 2:00 P. M., THURSDAY, FEBRUARY 27.

(Lecture Hall, fourth floor Fine Arts Building.)

President Nicholas Murray Butler in the chair.

This meeting was devoted to discussion of Miss Lucy M. Salmon's monograph on "Some Principles in the Teaching of History."

After introductory remarks explaining the nature and purposes of the National Society for the Scientific Study of Education, President Butler asked Miss Salmon to introduce the discussion with a résumé of her argument in the monograph. This was followed by a vigorous and thoughtful discussion of more than two hours in length. The chief participants were the following : Dr. Frank M. McMurry, Columbia University, New York, N. Y.; Superintendent Greenwood, Kansas City, Mo.; Superintendent James H. VanSickle, Baltimore, Md.; Professor Reuben Post Halleck, Louisville, Ky.; President Z. X. Snyder, Greeley, Colo.; Professor John Dewey, University of Chicago; Professor Wilbur S. Jackman, University of Chicago; Dr. Colin A. Scott, Greeley, Colo.; Professor E. C. Page, State Normal School, DeKalb, Ill.; Miss Laing, State Normal School, Oswego, N. Y.; Manfred J. Holmes, State Normal University, Normal, Ill.

An earnest desire to discuss the topic further led to the calling of two extra meetings, the first to be held at 8 o'clock Thursday evening, and the second at 9 o'clock Friday morning.

These extra adjourned meetings were characterized by close and progressive discussion.

MANFRED J. HOLMES,
Secretary pro tempore.

REPORT OF MINNEAPOLIS MEETING, JULY 9, 1902.

MINUTES OF THE MEETING.

Dr. Edward Shaw, presiding, called the meeting to order at 3 o'clock P. M. Few, even active, members were acquainted with Professor Davis's paper on "The Progress of Geography in the Schools." YEARBOOKS were distributed, and one member presented a topical analysis of the paper. Vigorous and profitable discussion followed.

Those taking part in serious discussion were: L. E. Wolfe, Arthur G. Clements, Edward R. Shaw, C. B. Gilbert, Miss Brown, of Washington, D. C.; Mrs. Mary R. Davis, Mr. Birge, of Teachers College; Mr. Martin, of Kansas City; Mr. Tarbell, Miss Lawrence, George M. Smith, M. J. Holmes, and David Felmley.

In order to carry the question of geography in the schools beyond the stage of discussion, and to justify the existence of the Society on a practical scientific basis of work, the following motion was unanimously adopted:

That the Executive Committee of this Society select a committee representative of university, college, normal-school, high-school, and elementary education, for the purpose of bringing about a better recognition of value and importance of geography in these classes of schools, and to report a plan for more effective organization and presentation of this great subject in our school courses.

An important meeting for the discussion of Professor W. M. Davis's paper on geography was held at Columbia University during the summer session of 1902. A number of active members of the Society who had thoroughly studied the papers were present and joined in the discussion. Among these were Richard Dodge, Rudolph Reeder, Frank M. McMurry, Ernest M. Henderson, John Hall, and Charles A. McMurry. About two hundred and fifty students of Columbia University were present during the two hours' discussion. The great advantage of thorough preparation by careful reading of the paper was unusually manifest. The active members of the Society must cultivate this habit, or its meetings will lose three-fourths of their strength.

LIST OF ACTIVE MEMBERS.

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George P. Brown, editor, Bloomington, Ill.
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